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ABSTRACT

This field memo to all teachers and administrators of public and nonpublic schools is the first of three in a series of updates from the Deputy Commissioner of the Office of Elementary, Middle, Secondary, and Continuing Education on standards and assessments in New York. This document contains information on New York's learning standards and the new state assessment system, highlighting changes teachers and administrators will find for 1998. The 28 state standards in the 7 subject areas are linked to curriculum and new assessments through classroom practice and student performance results. The new tests, which replace previous examinations in mathematics, reading, writing, and social studies, aligned across grade levels. New graduation requirements will be in place for the class that enters ninth grade in 2001; meanwhile, the Regents Competency Tests are being phased out. Passing scores are defined for the phase-out period, and graduation requirements are outlined, including those for languages other than English. The booklet also describes the development of the new examinations, the assessments for the various subject areas, and the assistance that will be provided for teachers. It identifies sources of additional information about the learning standards and the new assessments. (SLD)

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MEMORANDUM

New York State Department of Education
The University of the State of New York

Update on the Learning Standards and State Assessment System

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Deputy Commissioner
Office for Elementary, Middle, Secondary and Continuing Education
Albany, NY 12234

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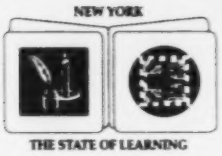

THE STATE EDUCATION DEPARTMENT

DEPUTY COMMISSIONER
OFFICE FOR ELEMENTARY, MIDDLE, SECONDARY AND CONTINUING EDUCATION
ALBANY, NY 12234

February 1998

TO: All Teachers and Administrators in Public and Nonpublic Schools

FROM: James A. Kadamus

SUBJECT: Update on the Learning Standards and State Assessment System

The attached information on the learning standards and new State assessment system is being sent to all teachers and administrators in public and nonpublic schools in the State. It is being sent to all nonpublic schools although we acknowledge that implementation of the learning standards and new assessments in nonpublic schools is still under discussion.

This update addresses the following questions:

- What's new about the learning standards and State assessment system?
- How will new examinations be developed?
- What do you need to know about subjects with required Regents examinations?
- What about assessments in other subject areas?
- What assistance will be provided for teachers?
- How can you learn more?

It is critical that teachers and administrators be aware of the changes and timelines for implementing the new State assessment system. In addition, you need to be aware of materials that will be sent to schools on implementing the new learning standards and assessments. For example, one year prior to the first administration of new tests, only two copies of test samplers will be sent to schools. Teachers need to be aware of when those materials will be received by the school.

The update contains much of the information that schools and teachers have requested. The following page includes a list of materials to be distributed during the school year that will provide more specific information on the assessments. As more details become available and additional timelines set, they will be disseminated to all school districts. We encourage schools to share the information with students, parents, school boards, and other interested parties.

For additional information, you may visit the Department's website at **www.nysed.gov** or write to the Office of Curriculum, Instruction and Assessment, New York State Education Department, Room 675 EBA, Albany, NY 12234. You may also wish to tune in to the teleconference on State assessment on February 24, 1998, from 3-5pm.

Enclosure

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What You Need to Look For This School Year

Pilot test — experimental testing of items for research and development
Pretest — groups of test items tried out in schools for use on future examinations
Field test — complete forms of proposed tests tried out in schools for use as future examinations
Test sampler draft — booklet containing draft of sample test, directions for administration, and scoring guides

WHO	WHAT	WHEN	NOTE
Selected schools participating in Grade 4 English language arts field test	Field test forms will arrive at schools. Field test will be administered in selected classrooms.	January 19-23 January 26-30	Field test items are **SECURE** items. Strict procedures for security and confidentiality must be observed.
All schools with Grade 4 and/or Grade 8	Two copies of the Test Sampler Drafts for English language arts and mathematics will be delivered to each school. Schools will make copies for teachers. Informational Brochure for Grades 4 and 8 English language arts and mathematics. Translated versions (Spanish, Haitian Creole, Russian and Chinese) will be sent to schools with students who are native speakers of those languages. **We recommend distributing brochures to parents of current 3rd and 7th grade students.**	February 1998	The sample tests are **NOT SECURE**. They may be duplicated for use as a practice test in classrooms and for staff review and professional development.
Selected schools participating in Grade 8 English language arts and Grades 4 and 8 mathematics field tests	Field test forms will arrive at schools. Field tests will be administered in selected classrooms.	May 4-8 May 11-15	Field test items are **SECURE** items. Strict procedures for security and confidentiality must be observed.
Selected schools participating in pilot testing of new test forms	Administration of sample pilot test items in a variety of subjects (science, social studies, mathematics/science/technology, and others) will occur in volunteer schools. These are separate items and partial tests, not complete tests.	May 1998	Pilot tests are **NOT SECURE**. They may be duplicated for use in additional classrooms and for staff review and professional development.
Selected high schools participating in pretesting for new Regents examinations	Comprehensive English, Mathematics A, United States history, and Global history pretest forms will be administered in selected classrooms. (Pretesting for current Regents exams will continue as scheduled.)	May 1998	Pretest forms are **SECURE** items. Strict procedures for security and confidentiality must be observed.
All high schools	Two copies of Test Sampler Drafts for the revised Regents Comprehensive English and Mathematics A will be delivered to high schools.	June 1998	The sample tests are **NOT SECURE.** They may be duplicated for use as a practice test in classrooms and for staff review and professional development.

What's New About the Learning Standards and State Assessment System?

- The 28 New York State learning standards in the seven subject areas are linked to curriculum and new assessments through classroom practice and student performance results.
- The new tests are aligned across grade levels (elementary, middle, and high school).
- The Grades 3, 5, and 6 Pupil Evaluation Program (PEP) tests in mathematics, reading, and writing, and the Grades 8 and 9 Preliminary Competency Test (PCT) in English are being replaced by new tests given in Grades 4 and 8. May 1998 will be the last administration of the Grade 3, 6, and 8 tests. May 1999 will be the last administration of the Grade 5 writing test.
- The Grades 6 and 8 Program Evaluation Tests (PET) in social studies are being replaced by new tests at Grades 5 and 8.
- The alignment of revised graduation requirements with the learning standards and new assessments provides the structure for ensuring that all students have the opportunity to reach the higher standards. The new graduation requirements will be put in place with the class entering ninth grade in 2001.
- The Regents Competency Tests are being phased out during the period 1999-2004. During that period, local schools may use 55-64 as the passing score on Regents examinations to meet local diploma requirements. A passing score of 65 is required for a Regents diploma.
- For students entering ninth grade in 2000, the passing score on Regents examinations in English and social studies will be 65 for either diploma.
- Students entering ninth grade in 2001 will be the first class of students who must take and pass five Regents examinations with a score of 65 in order to graduate. The required examinations will be English, mathematics, global history, United States history, and science.
- The administration time for examinations varies, e.g., three class periods, two 60-minute sessions, one three-hour session, two three-hour sessions. The charts included in this document show the proposed administration time for each examination.
- In some subjects, students may be required to complete extended tasks (e.g., research report) prior to taking State examinations. The tasks will be administered according to State guidelines and scored according to State rubrics. Extended tasks will be phased in by 2004.
- An extensive test development process, including piloting and pretesting of new test forms, is under way.
- Students with limited English proficiency entering school in this country in Grade 9 or later may take required Regents examinations, other than English Regents, in their native language, where available.

How Will New Examinations Be Developed?

- Committees of teachers, testing specialists, and subject specialists produce the framework and criteria for examinations and ensure they are linked to performance indicators in the learning standards.
- Teachers and testing specialists help in developing test questions, and schools volunteer to try out the test items.
- Test questions are produced in a variety of formats (multiple-choice, short-answer, essay) based on the test specifications.
- Test questions are reviewed by teachers, administrators, parents, and business and cultural representatives for accurate representation of standards, freedom from bias, and suitability of content.
- A statewide sample of schools pretest groups of test questions and field test complete tests.
- Test sampler drafts are produced based on pretest results and distributed statewide with benchmark student papers one year prior to test administration.
- All revised examinations will be reviewed by expert panels to insure that they are aligned with the standards and appropriately rigorous. Only when the revised examinations meet those criteria will they be approved by the Commissioner for use in schools.

Testing Variances

- Existing testing variances for required Regents examinations continue until the corresponding revised Regents examination is in place.
- After the revised examination is in place, the Department will no longer grant testing variances for required State examinations. A process for approving alternatives to required Regents examinations is described below.

Approved Alternatives to Regents Examinations

The Commissioner will appoint a State assessment panel to review examinations proposed as alternatives to the required Regents examinations and make recommendations. All approved alternatives must meet the following criteria:

- Be aligned with New York State standards for that subject and be at least as rigorous as the corresponding required Regents examination;
- Meet technical criteria for validity, reliability, and freedom from bias; and
- Be externally developed and administered under secure conditions.

School districts interested in using an alternative to a required Regents examination may submit a request to have the examination reviewed by the State assessment panel. All approved examinations will be available for use by any school in the State.

What Do You Need to Know about Subjects with Required Regents Examinations (English Language Arts, Mathematics, Social Studies, and Science)?

English Language Arts

Grade Level	Administration Time	Core Outline Distributed	Test Sampler Distributed	Secure Field Test	First Administration
Elementary Grade 4	Three class periods (40 minutes each)	February 1998	February 1998	January 1998	January 1999
Intermediate Grade 8	Two sessions (60 minutes each)	February 1998	February 1998	May 1998	June 1999
English Comprehensive Regents Grade 11 (Or any time before graduation)	Two three-hour sessions	February 1998	Spring 1998	January 1998	June 1999

Grades 4 and 8 examinations will include reading passages with multiple choice questions, reading and listening passages with written responses, and independent writing samples. Grade 8 reading and writing will be based on content from the social studies learning standards.

The Regents examination will include four sections: a listening passage with comprehension questions and essay; technical reading and writing using multiple sources of information; reading of literary and expository pieces with comprehension questions and a literary essay; and a literary analysis. An extended task is being developed for future use.

SAMPLE QUESTIONS

Revised Regents Comprehensive Examination in English

Task 1

Text: Excerpt from Greenberg, Jan and Sandra Jordan. *The Painter's Eye: Learning to Look at Contemporary American Art* (Chapter 1). Delacorte Press, 1991.

Directions to Students: For this part of the test, you will listen to a lecture about modern art and then write a response based on the situation described below. You will also need to answer some multiple-choice questions about key ideas in the lecture.

The Situation: As part of your summer job at a local art museum, your responsibility is to help visiting high school students appreciate modern art. To prepare for this role, your supervisor has asked you to attend a lecture on modern art. Then you will use relevant information from the lecture to write the guidebook you will give to visiting high school students before they view the modern art gallery in the museum.

You will hear the lecture twice. You may take notes on the sheet provided at any time you wish during the readings.

Your Task: Write the visitor's guidebook you will give to high school students to help them appreciate modern art.

Guidelines:

- Tell your audience what they need to know to help them appreciate modern art
- Use specific, accurate, and relevant information from the lecture to support your discussion
- Use tone and level of language appropriate for a guidebook
- Organize your ideas in a logical and coherent manner
- Be sure to indicate any words taken directly from the lecture by using quotation marks or referring to the speaker
- Follow the conventions of standard written English

Sample Multiple-choice Questions

Directions: Use your notes to answer the following questions about the lecture. The questions may help you think about ideas and information from the lecture that you might want to use in your writing. You may return to these questions anytime you wish.

1. Who do you think is the intended audience for this lecture?
   1.* people who are confused by modern art
   2. people who are experts in modern art
   3. anyone who goes to an art museum
   4. anyone who understands modern art
2. According to the speaker, what is the most important step in developing a responsive eye?
   1. having a personal reaction to the painting
   2. understanding the subject of the painting
   3. naming the basic elements of painting
   4.* considering the expressive quality of the painting
3. The speaker's references to Frankenstein's monster at the beginning and end of the lecture reinforce the idea that knowing how to look at modern art can help the viewer to
   1. create works of art
   2. like modern art more
   3.* make more informed judgments about art
   4. imagine the artist's feelings about art

Task 2

Text: Excerpt and chart (adapted) from "Earnings and Education" in *The Forgotten Half: Pathways to Success for America's Youth and Young Families*. The William T. Grant Foundation Commission on Work, Family, and Citizenship. November 1988.

Directions to Students: Read the article and chart, answer the multiple-choice questions, and write a response based on the situation described below.

The Situation: Your school newspaper is planning a special issue on the importance of staying in school and receiving a diploma. Your assignment is to write an article on the relationship between the level of education a person has and future earnings.

Read the article and chart. Then use relevant information from the documents to write your own article.

Your Task: Write an article for a special edition of the school newspaper explaining the relationship between the level of education and earnings.

Guidelines:

- Tell your audience what they need to know about factors that influence the general trend in income
- Compare the elements in the pattern of change as it relates to the groups reported
- Include specific, relevant, and accurate information from the text and chart
- Use a tone and level of language appropriate for an article in a school newspaper
- Organize your ideas in a logical and coherent manner
- Be sure to indicate any words taken directly from the article by using quotation marks or referring to the author
- Follow the conventions of standard written English

Sample Multiple-choice Questions

Directions: Use your understanding of the text or chart to answer the following questions. The questions may help you think about the ideas and information you might want to use in your article.

1. What is the purpose of the article?
   1. to show the improving economic outlook for high school graduates
   2. to demonstrate that change in earnings has been consistent for all groups
   3. to explain the relevance of school programs to workplace demands
   4.* to demonstrate the widening gap in earnings among groups with different levels of education

2. In paragraph 3, line 12, the word "substantiate" means
   1. question
   2.* confirm
   3. record
   4. report

3. According to the chart, what is the only group reported to have experienced a positive change in earnings during the period of the study?
   1. all males
   2. all college graduates
   3.* black college graduates
   4. male high school graduates

Task 3

Texts: "Grandpa," a poem by W. M. Ransom and "A Celebration of Grandfathers," a memoir by Rudolfo A. Anaya.

Directions to Students: Read the passages on the following pages (a poem and a memoir), answer the multiple-choice questions, and write the essay described in your task.

Your Task: After you have read the passages and answered the questions, write a unified essay about conflicting attitudes toward the elderly as revealed in the passages. For each passage, explain how the author uses language and structure to convey ideas about conflicting attitudes toward the elderly.

Guidelines:

- Use ideas from both passages to establish a controlling idea about conflicting attitudes toward the elderly
- Use specific and relevant evidence from both passages to develop your controlling idea
- Show how each author uses language and structure to convey ideas
- Organize your ideas in a logical and coherent manner
- Use language that communicates ideas effectively
- Follow the conventions of standard written English

Sample Multiple-choice Questions

Directions: Read each question carefully and select the option that best answers the question. The questions may help you think about ideas you might want to use in your essay.

1. What feature of the poem helps to reinforce the flow of memories the narrator has of his grandfather?
   1. regular rhyme
   2.* missing punctuation
   3. extended metaphor
   4. embedded dialogue

2. In "A Celebration. . ." Anaya pays respect to his culture's
   1. achievements
   2. changes
   3. history
   4.* values

3. The word "transformation" is used several times in the memoir to mean
   1.* transition
   2. transfer
   3. reform
   4. conformity

4. One literary technique used by **both** Ransom and Anaya is to
   1. introduce the passage with a quotation
   2. repeat images throughout the selection
   3.* begin and end the selection with the same words
   4. organize ideas in a cause-and-effect pattern

Task 4

Your Task: Write a position paper in which you discuss two works of literature you have read from the particular perspective of the statement that is provided for you in the "critical lens." In your paper, explain what the statement means to you, agree or disagree with the statement, and support your opinion using specific references from the two works of literature.

Critical Lens: According to author Joseph Conrad, the task of a writer is "by the power of the written word, to make you hear, to make you feel—it is, before all, to make you see."

Guidelines:

- Explain what Conrad's statement means to you
- State whether you agree or disagree with the statement as you have interpreted it
- Choose two works you have read that you believe best support your opinion
- For each work you have chosen, use specific references to appropriate literary elements (e.g., theme, setting, tone) to show how the work supports your opinion
- Organize your ideas in a unified and coherent manner
- Specify the titles and authors of the literature you choose
- Follow the conventions of standard written English

Mathematics

Grade Level	Administration Time	Core Outline Distributed	Test Sampler Distributed	Secure Field Test	First Administration
Elementary Grade 4	Three class periods (40 minutes each)	February 1998	February 1998	May 1998	May 1999
Intermediate Grade 8	Two sessions (60 minutes each)	February 1998	February 1998	May 1998	June 1999
Regents Grade 10 (Or any time before graduation)	One three-hour session	February 1998	Spring 1998	May 1998	June 1999

Grades 4 and 8 examinations will include multiple-choice and short-answer items. The Regents examination will include multiple-choice as well as short and extended constructed-response items. Extended tasks are being developed for future use.

MATHEMATICS REQUIREMENTS DURING THE PHASE-IN PERIOD (FOR CLASSES ENTERING NINTH GRADE IN 1997, 1998, 1999, AND 2000)

Local Diploma	Score of 65 or above on Course I or Math A (55-64 for those districts that choose to allow the lower passing score)
Regents Diploma	Scores of 65 or above on Course I and Course II **Or** Score of 65 or above on Math A
Regents Sequence in Mathematics	Scores of 65 or above on Course, I, Course, II, and Course III **Or** Scores of 65 or above on Math A and Course III
Schools with Variances for Courses I, II, and III	May use approved local examination as follows: For Course I - until Math A is offered (planned for June 1999) For Courses II and III - until the Course II and Course III Regents examinations are phased out and replaced by a Math B examination

MATHEMATICS EXAMINATION DESIGN

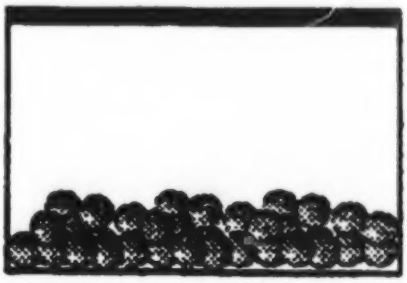
Key Ideas from Standards	Grade 4	Grade 8	Math A	Math B
Mathematical Reasoning	10—15%*	10—15%	5—10%	TBD**
Number and Numeration	15—25%	10—15%	10—15%	TBD
Operations	20—25%	15—20%	10—15%	TBD
Modeling/Multiple Representation	5—10%	15—20%	20—30%	TBD
Measurement	15—20%	10—20%	15—20%	TBD
Uncertainty	5—10%	5—10%	5—10%	TBD
Patterns & Functions	10—15%	20—25%	15—20%	TBD

* Percentages represent portion of test devoted to each key idea.
** To Be Determined.

SAMPLE QUESTIONS

Grade 4 Mathematics

Jerry has 58 gumballs in a plastic box, as shown below.



Estimate how many gumballs will be in the box if Jerry fills it up. Explain how you got your answer.

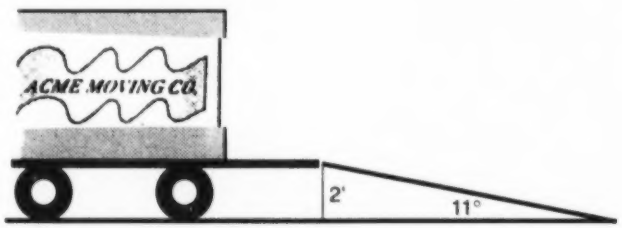
Grade 8 Mathematics

Mark has an average of 87 on the four tests he has taken. He could make the honor roll if he gets his average up to 90. There will be only one more test this marking period.

What score will Mark need on the last test to give him an average of 90 for the marking period? Show your work.

Mathematics A Regents

The tailgate of a truck is 2 feet above the ground. The incline of a ramp used for loading the truck is 11°, as shown below.



Find, *to the nearest tenth of a foot*, the length of the ramp.

Social Studies

Subject/ Grade Level	Administration Time	Core Outline Distributed	Test Sampler Distributed	Secure Field Test	First Administration
Elementary Grade 5	Two or three class periods (40 minutes each)	Spring 1998	Fall 1999	Pilot — spring 1998 Pretest — November 1999	November 2000
Intermediate Grade 8	Two or three class periods (40 minutes each)	Spring 1998	Fall 1999	Pilot — spring 1998 Pretest — spring 1999	June 2001
Regents Global History, (including Geography, Economics, and Government) Grade 10 (Or any time before graduation)	One three-hour session	Spring 1998	Spring 1999	Pretest — spring & fall 1998, spring 1999	June 2000
US History and Government (including Geography and Economics) Grade 11 (Or any time before graduation)	One three-hour session	Spring 1998	Spring 2000	Pretest — spring & fall 1998, spring 1999 spring 2000	June 2001

TEST CHARACTERISTICS

General Characteristics of the New Elementary and Intermediate Social Studies Assessments

- Each assessment is based on the social studies learning standards, concepts, and themes and will include history of the United States and New York, world history, geography, economics, and civics, citizenship, and government.
- The core curriculum outline serves as the framework for the new elementary and intermediate assessments and the test specifications.
- The components of the two tests may include multiple-choice items, constructed-response items, and compositions or document-based questions.
- Each assessment is designed to be an early indicator of how well students are meeting the social studies learning standards.
- Neither of the two assessments is a program evaluation instrument.

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General Characteristics of the Commencement Level Social Studies Examinations

- The examinations are keyed to the social studies learning standards: history of the United States and New York, world history, geography, economics, and civics, citizenship, and government.
- The core curriculum outline serves as the framework for the Global History and United States History Regents examination designs.
- The components of the two Regents examinations will include multiple-choice items, constructed-response items, thematic essays, and document-based questions.
- An extended task will be developed for future use.
- A test sampler draft for the Global History Regents will be available in June 1999, and for the United States History and Government Regents in June 2000.
- The new assessments will have January, June, and August administrations.

SOCIAL STUDIES REGENTS EXAMINATION DESIGN

Type of Item	Number of Items	Time	Weight
Multiple-choice	50	60 minutes	50%
Thematic Essay	1	40 minutes	15%
Document-based Question	1	60 minutes	25%
Constructed-response	4	20 minutes	10%
Total	56	3 hours	100%

SAMPLE QUESTIONS

Global History—Thematic Essay

Throughout global history, nationalism has had positive and negative effects. In your essay, define the term "nationalism." Then select *one* nation you have studied and give specific historic examples of nationalism within that country. Describe a situation where nationalism was *either* a positive *or* a negative force in that country's history.

NOTE: You may use any nation from your study of global history except the United States.

United States History—Thematic Essay

According to Thomas Jefferson, "the government that governs best, governs least." Franklin D. Roosevelt said: ". . . Democratic government has innate capacity to protect its people against disasters. . . We refused to leave the problems of our common welfare to be solved by the winds of chance and the hurricanes of disaster. . . ." Throughout United States history, the proper role of government in dealing with social and economic problems has been debated. In your essay, discuss how the role of government in dealing with social and economic problems has changed.

Science

Grade Level	Administration Time	Core Outline Distributed	Test Sampler Distributed	Secure Field Test	First Administration
Elementary Grade 4 (ESPET)	Two class periods (40 minutes each)	Spring 1998	NA	Pretest — spring 1998	Spring 2000
Intermediate Grade 8	Three class periods (40 minutes each)	Spring 1998	Spring 2000	Pilot — spring 1999 Pretest — spring 2000	Spring 2001
Regents (Any time before graduation) Physical Setting: Earth Science	One three-hour session plus class time for lab performance test for each of the four Regents examinations	Spring 1998	Spring 2000	Pilot — spring 1999 Pretest — spring 2000	June 2001
Living Environment: Biology		Spring 1998	Spring 2000	Pilot — spring 1999 Pretest — spring 2000	June 2001
Physical Setting: Chemistry		Spring 1999	Spring 2001	Pilot — spring 2000 Pretest — spring 2001	June 2002
Physical Setting: Physics		Spring 1999	Spring 2001	Pilot — spring 2000 Pretest — spring 2001	June 2002

The Grade 4 examination includes multiple-choice and short-answer items, performance tasks, and an extended task. The Grade 8 examination includes short-answer items and an extended task.

The Regents examinations in Living Environment and Physical Setting include multiple-choice items, short-answer items, and performance tasks. The current Regents examinations are being revised to align with the State learning standards in science.

PROPOSED DESIGN FOR EXAMINATIONS IN SCIENCE GRADE 8 AND HIGH SCHOOL

Part A	Content-based, multiple-choice questions (approximately 30% of examination)
Part B	Content and skills-based, multiple-choice and constructed-response questions (approximately 30% of examination, partial credit possible)
Part C	Content and real-world application, extended constructed-response (approximately 25% of examination, partial credit possible)
Part D	Laboratory performance tasks Administered prior to on-demand portion of examination (score will comprise 15% of examination grade)

Laboratory requirement — High School Only
1,200 minutes of laboratory experience (required for admission into the examination)

GRADUATION REQUIREMENTS IN SCIENCE

Students entering Grade 9 in 1999 and 2000 (Two science credits required)

Local Diploma	Score of 65 or above on one current Regents examination (55-64 for those districts that choose to allow the lower passing score) **OR** Score of 65 or above on revised Regents examination
Regents Diploma	Score of 65 or above on two Regents examinations (55-64 for those districts that choose to allow the lower passing score)

Students entering Grade 9 in 2001 and after (Three science credits required representing Living Environment and Physical Setting)
(A credit in MST or technology may be used for the third credit of science after student passes a Regents examination.)

Regents Diploma	Course requirements plus pass one Regents examination with score of 65 or above
Advanced Regents Diploma	Course requirements plus pass two Regents examination with score of 65 or above (one for Living Environment and one for Physical Setting)

Regents Sequence in Science	Three courses in science (**at least** one Living Environment and one Physical Setting) plus pass three Regents examinations or approved alternatives

Languages Other Than English

Grade Level	Administration Time	Core Outline Distributed	Test Sampler Distributed	Secure Field Test	First Administration
Proficiency Test at Checkpoint A	Three-hour session plus class time for speaking test	Current syllabus will continue in use	Current form continues in use	NA	NA
Regents examination Checkpoint B (Anytime before graduation)	Three-hour session	Current syllabus will continue in use	Current form continues in use	NA	NA

The Proficiency Test and Regents examination include a listening passage, multiple-choice items, short and/or extended responses, and a speaking test.

REQUIREMENTS IN LANGUAGES OTHER THAN ENGLISH

Classes entering Grade 9 before 2001	
Local Diploma	Two units of study in a second language at some time in grades K-9
Regents Diploma	A sequence of three units of credit **AND** a passing grade on a Regents comprehensive examination. (exception for students who take a sequence of at least five credits in occupational education, art, or music)
Classes entering Grade 9 in 2001 and thereafter	
Regents Diploma	Two units of study in a second language at some time in grades K-9 A passing grade on a Regents foreign language proficiency examination **OR** a passing grade in a high school level foreign language course
Advanced Regents Diploma	A sequence of three units of credit **AND** a passing grade on a Regents comprehensive examination. (exception for students who take a sequence of at least five credits in occupational education, art, or music)

A Foreign Language Implementation Committee has been formed to recommend a plan for bringing all students to Checkpoint B proficiency, i.e., the level reflected in the Regents examination, usually achieved through three units of study. The committee will meet during the spring and make its report in June 1998.

What About Assessments in Other Subject Areas?

State examinations are not available in the subject areas below at this time; however, local assessments are required. State guidelines and scoring rubrics will be provided to schools for these assessments.

Subject/Grade	Format	Administration Time	Status
Arts Elementary Ongoing K-4	Multiple measures of standards in all four arts disciplines	In class at teacher discretion	Performance tasks are being developed through State and national projects
Arts Intermediate Grades 7 & 8	Multiple measures in two arts disciplines	In class at teacher discretion	Performance tasks are being developed through State and national projects
Arts Graduation Requirement Grade 9	State-approved performance or portfolio in one art discipline	Scheduled by school	State guidelines being developed for spring 1998 pilot testing
Health, Family and Consumer Sciences, Physical Education Ongoing K-12 Health and Fitness Plan	Includes components of: Nutrition, Weight Control, Disease Prevention, Stress Management, Safety, Physical Fitness, Parenting	Reviewed annually by teacher	State guidelines to be developed for spring 1998 pilot testing
Career Development and Occupational Studies Ongoing K-12 Career Plan	Required and suggested tasks at different intervals between grades K-12	Scheduled by school	State guidelines to be developed for spring 1998 pilot implementation
Career Development and Occupational Studies Ongoing 10-12 Universal Foundation Skills/Applied Learning	Multiple measures for demonstrating success in the workplace	Scheduled by school	Discussion with national assessment providers
Career Development and Occupational Studies Ongoing 11-12 Technical Skills and Knowledge Sequence Assessment	State-approved licensing and Regents examinations in selected areas, containing objective and performance-based assessments Current Proficiency tests remain in place during developmental period	Class time for performance assessments and State examinations	State and national examinations under review
Technology Education Grade 8	Multiple-choice items Short-answer questions Extended task	One class period (40 minutes) plus class time for extended task	Pilot testing spring 1997 and spring 1998
MST Performance Task Grade 5 Grade 8	Extended task Short-answer and extended responses	Class time for extended task plus one or more class periods (40 minutes)	Pilot testing spring 1998

Scoring State Examinations: Grades 4 and 8—English Language Arts and Mathematics

- Regional scoring of the Grade 4 and 8 English Language Arts and mathematics examinations will be conducted for the 1999 and 2000 test administrations. Scoring procedures for subsequent examinations will be determined based on that experience.
- The regional scoring process is being planned with representatives from the statewide Staff and Curriculum Development Network and the Big Five cities.
- Scoring training will be provided by a professional measurement company in collaboration with the State Education Department. Some educators from each region will be trained as scoring leaders.
- Scannable answer sheets will be used to record student responses and hand-scored items. Regional Information Centers and city school district scoring centers will scan the answer documents from schools in their area.
- Central score reporting will be provided by CTB/McGraw-Hill in 1999 and 2000 to establish statewide baseline data for the new tests.

Scoring State Examinations: Required Regents Examinations

- Teams of local school or local district teachers will score Regents examinations for students in their schools.
- The Department will provide scoring training and scoring manuals for each new examination.
- The Department will increase its review of Regents examinations to provide rerating of papers within a designated range of scores.
- Teachers from each region will be trained to provide scoring training for their region.

What Assistance Will Be Provided for Teachers?

- Learning standards have been sent to all schools and are available at the Department's web site: www.nysed.gov
- Draft resource guides are available at the Department's web site: www.nysed.gov
- Core curriculum outlines are being developed to provide details on content and skills by grade levels. The first outlines to be disseminated will be for English language arts and mathematics.
- The New York State Academy for Teaching and Learning has been established to recognize and share information on effective instructional practices. Teachers who have submitted classroom curricular material with student work to a peer review process make up the Academy. Work approved through the peer review process is included in the draft teacher resource guides on the Department's web site. For additional information about the Academy or peer review, contact the Office of Curriculum and Instruction at (518) 474-5922.
- Test samplers will be disseminated one year prior to the first administration of new tests.
- In addition to professional development opportunities provided at the district or building level, over 40 professional development providers have made the commitment to focus their efforts on the learning standards and new assessments. The providers include Teacher Centers, BOCES, the Staff and Curriculum Development Network, Bilingual Education Technical Assistance Centers, Special Education Training and Resource Centers, Comprehensive School Health and Wellness Centers, and professional associations.
- Student performance data on the school report cards support informed discussions by school administrators, teachers, school staff, parents, and community members about student performance and its improvement.

How Can You Learn More?

- State Education Department's web site: www.nysed.gov
- Professional development networks
- Teleconference on State assessment — February 24, 1998 from 3-4pm
- PBS broadcast — New York: The State of Education — April 9, 1998 from 8-9pm

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